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ABSTRACT

This study examined the matriculation status of all fall term 1993 students at the Fischler Graduate School of Education and Human Services of Nova Southeastern University by fall term 1998, differentiating between campus-based students and distance education students at individual sites. Data were obtained on matriculation rates of 1,584 campus-based students and 2,602 distance education students. It was found that campus-based doctoral students had a greater frequency of successful matriculation than distance education students. At many sites, the level of difference between campus-based students (80 percent successful matriculation) and distance education students (overall, 69 percent successful matriculation) was quite evident. In regard to master's level and educational specialist students, distance education students tended to either equal or exceed their campus-based counterparts in terms of successful matriculation. An appendix provides statistical tables. (Contains 17 references.) (MDM)

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ED 434 555

MATRICULATION STATUS OF FALL TERM 1993 FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES STUDENTS BY THE BEGINNING OF FALL TERM 1998: CAMPUS-BASED STUDENTS AND DISTANCE EDUCATION STUDENTS BY SITE

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Report 99-07

May 1999

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EXECUTIVE SUMMARY

Nova Southeastern University was established in 1964 and classes were first offered to a 1967 charter class of 17 graduate students majoring in behavioral science, physics and physical chemistry, and oceanography. The University's classes at this time were all campus-based. From the original 1967 charter class of 17 students, in four years the Fall Term 1971 enrollment had only grown to 198 students. The University first offered distance education courses in 1972, largely in an effort to increase outreach to specific markets and to also enhance the University's fiscal stability. Distance education has been widely-received by the University's students and it currently accounts for a substantial portion of the University overall enrollment:

- Based on place of class attendance at Nova Southeastern University, 65 percent of all Calendar Year 1998 students were campus-based (Broward County and Miami-Dade County) and 35 percent of all Calendar Year 1998 students were enrolled at a distance education location.

- Viewing distance education from the perspective of teaching modality, 48 percent of all Calendar Year 1998 students were enrolled in an academic program that used a campus-based teaching modality and 52 percent of all Calendar Year 1998 students were enrolled in an academic program that used a distance education teaching modality.

As an institution accredited by The Southern Association of Colleges and Schools, the University must demonstrate the efficacy of its distance education activities and the comparability of courses offered through distance education to campus-based courses. To address this issue, the University recently completed a series of research activities related to comparisons between distance education students and campus-based students. As a general summary to these studies, the University determined that distance education students were certainly in parity with their campus-based counterparts, and distance education students often had success that exceeded the level of success experienced by campus-based students.

These studies were limited in site-specific use since all distance education students were placed into one common collapsed grouping. The purpose of this current study was to provide a more finite examination of the matriculation status of Fischler Graduate School of Education and Human Services students, focusing specifically on individual sites and comparing students at these distance education sites to their campus-based counterparts. Due to the organizational structure of curricular offerings, findings were further segmented by academic level: M.S. and Ed.S. students, and Ed.D. students.

This study addressed the matriculation status of all Fall Term 1993 Fischler Graduate School of Education and Human Services students by the beginning of Fall Term 1998, differentiating between campus-based students and distance education students at individual sites. Based on Fall Term 1993 enrollment statistics and operational definitions established

by The Southern Association of Colleges and Schools regarding *campus-based* students and *distance education* students, the population for this study included:

- Campus-based students 1,584

  All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

- Distance education students 2,602

  All students enrolled in courses offered at other locations were considered distance education students.

  TOTAL 4,186

Based on an analysis of all 4,186 Fall Term 1993 Fischler Graduate School of Education and Human Services students, it was determined that:

> Fall Term 1993 Fischler Graduate School of Education and Human Services students enrolled in courses offered through the use of distance education ($N = 2,602$ students) were in parity with their campus-based counterparts ($N = 1,584$ students) regarding the frequency of successful matriculation by Fall Term 1998 ($p \leq .05$).

Although this overall finding provided evidence that there were no differences between distance education students and campus-based students in terms of matriculation in the Fischler Graduate School of Education and Human Services, this finding is limited in that it collapsed M.S./Ed.S. students and Ed.D. students into a common grouping.

Analyses that support differentiation by graduate level support the observation that outcomes were not equivalent for both graduate degree levels:

- Master's-Level and Educational Specialist students in the Fischler Graduate School of Education and Human Services

  There was no difference between Fall Term 1993 campus-based students and distance education students in terms of successful matriculation over a five-year period.

- Doctoral students in the Fischler Graduate School of Education and Human Services

> Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Going beyond this broad summary, breakout analyses by individual sites are also presented in this report.

The breakout outcomes of this study, on the surface, provide a degree of conflict in comparison to the outcomes of other studies about distance education at Nova Southeastern University. For the many other studies, a common finding was that distance education students either equaled or exceeded their campus-based counterparts in terms of grades in courses and/or successful academic matriculation over a multi-year reporting period. In this study, campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts.

Some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education doctoral students and campus-based doctoral students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort, to examine the question of whether the 1993 cohort may be an anomalous event.

These examinations of student achievement over a long-term tracking period are also useful in that they provide additional measures of Institutional Effectiveness at the University. This level of scrutiny is especially useful as the University expands its distance education presence. Attention to these *by site* outcomes should help promote consistency in outcomes between individual distance education sites. This issue of consistency is critical to the University since it is central to the Institutional Effectiveness process.

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BACKGROUND

Distance Education at Nova Southeastern University

Nova Southeastern University was established in 1964 and classes were first offered to a 1967 charter class of 17 graduate students majoring in behavioral science, physics and physical chemistry, and oceanography. The University's classes at this time were all campus-based. From the original 1967 charter class of 17 students, in four years the Fall Term 1971 enrollment had only grown to 198 students (*Nova Southeastern University Fact Book*; 1995, p. 38).

The University first offered distance education courses in 1972 (*Nova Southeastern University Fact Book*; 1998, p. 12), largely in an effort to increase outreach to specific markets and to also enhance the University's fiscal stability:

	Enrollment	Annual Increase
▪ Fall 1967 . . .	17	
▪ Fall 1968 . . .	19	2
▪ Fall 1969 . . .	22	3
▪ Fall 1970 . . .	62	40
▪ Fall 1971 . . .	198	136
▪ Fall 1972 . . .	571	373
▪ Fall 1973 . . .	1,483	912
▪ Fall 1974 . . .	2,279	786
▪ Fall 1975 . . .	3,399	1,120
▪ Fall 1976 . . .	6,363	2,964
▪ Fall 1977 . . .	8,338	1,975

The first distance education courses offered by the University were for students in the Ed.D. Program in Educational Leadership. The use of distance education for students in the Ed.D. Program for Community College Faculty and Administrators (the precursor to the University's current Programs for Higher Education) came soon after.

When viewing these enrollment statistics and the impact of distance education on the University's growth since 1972, it is important to note that distance education has been fully

encompassed in the University's Self-Study process for accreditation by The Southern Association of Colleges and Schools (*Nova Southeastern University Institutional Self-Study Report*, 1996). Cluster-based distance education modalities were identified in the University's *Self-Study: 1974-75* (1974, p. 189) and the computer-mediated communication distance education modalities currently in use at the University were identified in the University's *Self-Study: 1983 - 1985* (1985).

Although distance education is currently gaining attention from the public and other post-secondary institutions, the University has nearly 30 years of experience in this area. Specifically, the use of distance education is central to the University's Mission Statement and distance education still has a major role in terms of student enrollment (memorandum from Tom MacFarland to John Losak; May 11, 1999) at the University:

- Based on place of class attendance at Nova Southeastern University, 65 percent of all Calendar Year 1998 students were campus-based and 35 percent of all Calendar Year 1998 students were enrolled at a distance education location.

  When considering these enrollment statistics, it is essential to note that The Southern Association of Colleges and Schools has compelled the University to use the following operational definitions for *campus-based* students and *distance education* students:

  - Campus-based students

    All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

  - Distance education students

    All students enrolled in courses offered at other locations were considered distance education students.

- Viewing distance education from the perspective of teaching modality, it is instead argued that 48 percent of all Calendar Year 1998 students were enrolled in an academic program that used a campus-based teaching modality and 52 percent of all Calendar Year 1998 students were enrolled in an academic program that used a distance education teaching modality.

  Although the University is required to use *place of class attendance* when reporting on distance education to The Southern Association of Colleges and Schools, this operational definition fails to take into account either cluster-based class attendance or computer-mediated communication and other contemporary teaching modalities that are not easily categorized into

convenient place-specific paradigms. This teaching modality distance education enrollment statistic is based on the following assumptions:

- All students in the Fischler Graduate School of Education and Human Services (FGSEHS) receive instruction through the use of distance education, with the exception of students in the Programs in Communication Sciences and Disorders. This assumption about distance education includes cluster-based FGSEHS students attending class in Broward County and Miami-Dade County.

- All students in the School for Computer and Information Sciences receive instruction through the use of distance education.

- In all other academic centers, cluster codes were used to identify enrollment in courses offered in Broward County and Miami-Dade County, which were considered campus-based. All other cluster codes were viewed as enrollment in a distance education format.

Purpose of This Study

When considering the academic integrity of distance education, an individual post-secondary institution in any one of the 11 states affiliated with The Southern Association of Colleges and Schools (SACS) regional accrediting association must regularly demonstrate:

> the same systematic analysis of the effectiveness of distance learning programs in carrying out the purpose of the institution and in complying with the *Criteria for Accreditation* as it does with other aspects of the institution's efforts (*Guidelines for Planning Distance Learning Activities*; 1992, p. 4).

As an institution accredited by The Southern Association of Colleges and Schools, the University must also demonstrate that "[ ] its distance learning programs are effective and comply with all applicable *Criteria*" (*Criteria for Accreditation*; 1998, p. 40). Going beyond the broad requirements of specific criteria, the leadership of The Southern Association of Colleges and Schools has additionally charged the University to "Provide documentation that all distance learning courses are comparable to the on-campus courses and that the goals for each off-campus site are clear and explicit and are assessed regularly" (personal communication from J. T. Rogers; July 2, 1998).

With an emphasis on the measurement of learning outcomes of distance education participants, the University recently completed a series of research activities related to comparisons between distance education students and campus-based students. As summarized in *A Comparison of Final Grades in Courses When Faculty Concurrently Taught*

the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997 (1998, p. 4), the University has demonstrated that "[ ] distance education students have consistently been in parity with campus-based students in terms of the relative frequency of successful grades awarded."

The University further examined comparability between campus-based students and distance education students in *Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students* (1999). The population for this study consisted of 10,187 Fall Term 1993 students enrolled in the four academic centers that offered programs to both campus-based students as well as distance education students. This study was structured to follow the matriculation status of distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998). This study of student progress over a five-year period provided finite evidence that Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

The overall finding of this broad study was that distance education students had a greater frequency of successful matriculation than their campus-based counterparts. However, a limitation of this prior study was that all distance education students were placed into one common collapsed grouping. Although the Fischler Graduate School of Education and Human Services provides graduate instruction at sites throughout Florida, other states, and at selected international locations, findings were not presented on a *by site* basis.

The purpose of this current study was to provide a more finite examination of the matriculation status of Fischler Graduate School of Education and Human Services students, focusing specifically on individual sites and comparing the matriculation status of distance education students at these many individual sites to the matriculation status of campus-based students. Due to the organizational structure of curricular offerings, findings were further segmented by academic level: M.S. and Ed.S. students, and Ed.D. students.

METHODOLOGY

Definition of the Population

This study addressed the matriculation status of all Fall Term 1993 Fischler Graduate School of Education and Human Services students by the beginning of Fall Term 1998, differentiating between campus-based students and distance education students at individual sites. Based on Fall Term 1993 enrollment statistics and operational definitions established

by The Southern Association of Colleges and Schools regarding *campus-based* students and *distance education* students, this population included:

- Campus-based students 1,584

  All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

- Distance education students 2,602

  All students enrolled in courses offered at other locations were considered distance education students.

  TOTAL 4,186

Off-Campus Directory (1993) was a useful resource for identifying specific distance education sites used in 1993 by the Fischler Graduate School of Education and Human Services. Information in this resource was also supplemented by an audit of all five-column cluster codes maintained in 1993 by the University's Student Information System (memorandum from Tom MacFarland to Richard Ronay, December 3, 1998).

Preparation of Extract Files

The University's Computing Center was asked to prepare for this study during Summer 1998 (memorandum from Tom MacFarland to Mary Harward; July 20, 1998). The final extract files were prepared by January 28, 1999, with the matriculation status of the population segmented into *Successful Matriculation* and *Other*:

- *Successful Matriculation* refers to Fall Term 1993 students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.

- The term *Other* is used to reflect students who left the University before graduating.

Data were coded by Academic Center, Degree Level, and Cluster Code. Using these three codes for selection and organization purposes, SPSS-X™ was used to conduct the many separate breakout analyses associated with this study.

RESULTS

Based on an analysis of all 4,186 Fall Term 1993 Fischler Graduate School of Education and Human Services students, it was determined that:

> Fall Term 1993 Fischler Graduate School of Education and Human Services students enrolled in courses offered through the use of distance education (N = 2,602 students) were in parity with their campus-based counterparts (N = 1,584 students) regarding the frequency of successful matriculation by Fall Term 1998 ($p \leq .05$).

Although this overall finding (Table 1.A) provided evidence that there were no differences between distance education students and campus-based students in terms of matriculation in the Fischler Graduate School of Education and Human Services, this finding is limited in that it collapsed M.S./Ed.S. students and Ed.D. students into a common grouping. Analyses that support differentiation by graduate level are offered in Table 1.B and Table 1.C:

- Table 1.B — Master's-Level and Educational Specialist students in the Fischler Graduate School of Education and Human Services

  Null Hypothesis — There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

  Finding — Chi-square = 2.28 and the Null Hypothesis can not be rejected ($p = .131$). There is no difference between the two groups of students.

- Table 1.C — Doctoral students in the Fischler Graduate School of Education and Human Services

  Null Hypothesis — There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

  Finding — Chi-square = 12.30 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in

campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Going beyond this broad summary, breakout analyses by individual sites are presented in Table 2.A (Master's-Level and Educational Specialist students) and Table 2.B (Doctoral students).

SUMMARY

The outcomes of this study, on the surface, provide a degree of conflict in comparison to the outcomes of other studies at Nova Southeastern University about distance education (*An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences Between On-Campus Students and Off-Campus Students*, 1998; *An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences Between On-Campus Students and Off-Campus Students*, 1998; *An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences Between On-Campus Students and Off-Campus Students*, 1998; *An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences Between On-Campus Students and Off-Campus Students*, 1998; *A Comparison Between On-Campus Students and Off-Campus Students to a Common Final Examination*, 1996; *A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered Through Distance Education for Winter Term 1997*, 1998; *A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997*; 1998; *Matriculation Status of Fall Term 1993 Farquhar Center for Undergraduate Studies Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site*, 1999; *Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students*, 1999). In these other studies, a common finding was that distance education students either equaled or exceeded their campus-based counterparts in terms of grades in courses and/or successful academic matriculation over a multi-year reporting period. In this current study:

- Master's-level and Specialist students generally paralleled these findings. Distance education students tended to either equal or exceed their campus-based counterparts in terms of successful matriculation (Table 2.A).

- However, campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts. At many

sites, the level of difference between campus-based students (80 percent successful matriculation) and distance education students (overall, 69 percent successful matriculation) was quite evident (Table 2.B).

It is currently beyond the scope of this study to offer any sense as to why Fischler Graduate School of Education and Human Services distance education doctoral students did not equal their campus-based peers in terms of successful matriculation. Clearly, some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education students and campus-based students can be determined. It is easy to speculate that disparity in terms of access to Applied Dissertation advisors and/or campus-based resources contribute to these observed differences, but there is no current evidence to support that speculation. Accordingly, a follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event.

From the viewpoint of teaching modality and administrative processes that provide access to human and other resources, the Fischler Graduate School of Education and Human Services' doctoral programs are organized such that nearly all students are viewed as distance education students (memorandum from Tom MacFarland to John Losak; May 11, 1999). Ostensibly, campus-based students (students who attend class in either Broward County or Miami-Dade County) should have no advantage over their distance education counterparts. If it is again confirmed that there are differences between campus-based doctoral students and distance education doctoral students in terms of successful matriculation, then more detailed analyses may be warranted.

Separate from the observed outcomes, this examination of student achievement over a long-term tracking period provides an additional measure of Institutional Effectiveness at the University (*Criteria for Accreditation*; 1998, p. 21). This level of scrutiny is especially useful as the University expands its distance education presence. The University should make every reasonable effort to promote consistency in all outcomes between individual distance education sites. This issue of consistency is critical to the University since it is central to the Institutional Effectiveness process.

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APPENDIX

Table 1.A

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: All Students in the Fischler Graduate School of Education and Human Services

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	1,584	1,070	68	0	0	1	<1	1,071	68	513	32
Distance Education . .	2,602	1,793	69	1	<1	0	0	1,794	69	808	31
Total	4,186	2,863	68	1	<1	1	<1	2,865	68	1,321	32

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 0.81 and the Null Hypothesis can not be rejected ($p = .368$).

Table 1.B

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services[1]

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	1,343	876	65	0	0	1	<1	877	65	466	35
Distance Education . .	1,076	733	68	1	<1	0	0	734	68	342	32
Total	2,419	1,609	67	1	<1	1	<1	1,611	67	808	33

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 2.28 and the Null Hypothesis can not be rejected ($p = .131$).

[1] It should not be assumed that all students in this group are degree-seeking. An unknown number of students are possibly enrolled in courses for purposes of teacher recertification. However, it is assumed that this practice is equally represented by campus-based students and distance education students.

Table 1.C

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	241	194	80	0	0	0	0	194	80	47	20
Distance Education . .	1,526	1,060	69	0	0	0	0	1,060	69	466	31
Total	1,767	1,254	71	0	0	0	0	1,254	71	513	29

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 12.30 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 2.A

Matriculation Status of Fall Term 1993 Students and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services by Site

		Successful Matriculation							Comparison to Campus-Based[2]	
	Enrolled 1993	Graduated	Still Enrolled	Graduated and Still Enrolled	Subtotal		Other			
State and Site[3]	N	N	N	N	N	%	N	%	p	
Florida										
Campus-Based	1,343	876	0	1	877	65	466	35	n/a	
Daytona Beach	62	50	0	0	50	81	12	19	.013	*
Fort Myers	64	45	0	0	45	70	19	30	.410	
Fort Pierce	17	17	0	0	17	100	0	0	.003	*
Gainesville	79	47	0	0	47	60	32	40	.293	

[2] A * indicates that Fall Term 1993 students at this site had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

A + indicates that Fall Term 1993 campus-based students, by the beginning of Fall Term 1998, had a statistically significantly greater frequency of successful matriculation ($p \leq .05$) than their distance education counterparts at this site.

[3] Low enrollment sites (10 or fewer students) are excluded from this summary.

Jacksonville	31	26	0	0	26	84	5	16	.031	*
Melbourne	76	48	0	0	48	63	28	37	.703	
Orlando	162	110	0	0	110	68	52	32	.511	
Sarasota	72	52	1	0	53	74	19	26	.148	
Tampa	154	99	0	0	99	64	55	36	.802	
West Palm Beach	150	83	0	0	83	55	67	45	.016	+
Arizona										
Phoenix	44	29	0	0	29	66	15	34	.933	
Nevada										
Las Vegas	141	105	0	0	105	75	36	26	.029	*
All Site-Based Students	1,076	733	1	0	734	68	342	32	.131	

Table 2.B

Matriculation Status of Fall Term 1993 Students and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services by Site

		Successful Matriculation							Comparison to Campus-Based[4]	
	Enrolled 1993	Graduated	Still Enrolled	Graduated and Still Enrolled	Subtotal		Other			
State and Site[5]	N	N	N	N	N	%	N	%	p	
Florida										
Campus-Based	241	194	0	0	194	80	47	20	n/a	
Gainesville	14	12	0	0	12	86	2	14	.630	
Jacksonville	37	29	0	0	29	78	8	22	.763	
Orlando	53	44	0	0	44	83	9	17	.672	
Pensacola	41	16	0	0	16	39	25	61	.001	+
Sarasota	34	29	0	0	29	85	5	15	.504	

[4] A * indicates that Fall Term 1993 students at this site had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

A + indicates that Fall Term 1993 campus-based students, by the beginning of Fall Term 1998, had a statistically significantly greater frequency of successful matriculation ($p \leq .05$) than their distance education counterparts at this site.

[5] Low enrollment sites (10 or fewer students) are excluded from this summary.

Tampa	82	50	0	0	50	61	32	39	.001	+
Arizona										
Phoenix	71	53	0	0	53	75	18	25	.286	
California										
Los Angeles	55	39	0	0	39	71	16	29	.117	
Mission Viejo	22	6	0	0	6	27	16	73	.001	+
Oakland	24	10	0	0	10	42	14	58	.001	+
Delaware										
Wilmington	180	155	0	0	155	86	25	14	.130	
Georgia										
Atlanta	107	75	0	0	75	70	32	30	.033	+
Macon	15	14	0	0	14	93	1	7	.217	
Illinois										
Chicago	77	53	0	0	53	69	24	31	.032	+
Indiana										
Whiting	14	13	0	0	13	93	1	7	.250	

Louisiana										
New Orleans	21	15	0	0	15	71	6	29	.321	
Westlake	23	13	0	0	13	57	10	43	.008	+
Massachusetts										
Boston	72	39	0	0	39	54	33	46	.001	+
Missouri										
Springfield	36	16	0	0	16	44	20	56	.001	+
Pennsylvania										
Erie	21	14	0	0	14	67	7	33	.133	
King of Prussia	21	15	0	0	15	71	6	29	.321	
Philadelphia	58	30	0	0	30	52	28	48	.001	+
Pittsburgh	29	11	0	0	11	38	18	62	.001	+
South Carolina										
Columbia	58	47	0	0	47	81	11	19	.926	
Greenwood	33	21	0	0	21	64	12	36	.027	+
Texas										
Dallas	62	33	0	0	33	53	29	47	.001	+

Vermont										
Brattleboro	42	39	0	0	39	93	3	7	.052	
Virginia										
Alexandria	29	23	0	0	23	79	6	21	.879	
Danville	16	14	0	0	14	88	2	12	.490	
Richmond	55	34	0	0	34	62	21	38	.003	+
Wisconsin										
Milwaukee	18	17	0	0	17	94	1	6	.142	
Canada										
British Columbia	22	20	0	0	20	91	2	9	.230	
Calgary	18	11	0	0	11	61	7	39	.051	
All Site-Based Students .	1,526	1,060	0	0	1,060	69	466	31	.001	+

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